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ABSTRACT

This resource guide is designed to stimulate upper grade students' interest in newspaper writing, editing, and production and to teach young people to read critically, to analyze the message, and to separate fact from fiction. The guide contains an overview of a newspaper, a brief history of journalism, a description of the physical plant of a newspaper, an analysis of the different sections of the newspaper, a section on newswriting, and a discussion of the responsibilities of the newspaper. Each of these sections of the guide contains ideas on how to use the newspaper to improve reading skills. The bibliography contains additional sources describing how to use the newspaper in the classroom. (RB)

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NEWSPAPER IDEA BOOK FOR UPPER GRADES

Revised, 1973

CS 201 769

FOREWARD

The Newspaper Idea Book is designed to stimulate upper grade students' interest in newspaper writing, editing and production. Another major goal, and perhaps the most important one of all, is to teach young people to read perceptively, to analyze the message, and thereby to separate fact from fiction. First published and distributed by this office in 1966, it has been widely used in Kern County since that time.

We are indebted to Mrs. Barbara Gray for her work in compiling this booklet, and for her work in revising the new edition. Mrs. Gray, who teaches at Greenfield, is also newspaper education consultant for *The Bakersfield Californian*.

We also acknowledge the work of Miss Marcia Fandrem, curriculum consultant with our staff, for her work in coordinating this project.

HARRY E. BLAIR, Ed.D.
Kern County Superintendent of Schools

INTRODUCTION

Our Young people vote at an early age, are exposed to a steady barrage from the mass media, and require many skills to evaluate wisely what they see and hear.

By utilizing newspapers in your classroom you will

- provide interest in what's happening NOW

- develop vocabularies with ease

- increase geographical awareness

- distinguish between fact and opinion

- discover new subjects for discussion

This Newspaper Idea Book includes: Overview of a Newspaper, History of Journalism, Physical Plant, Analysis of Newspaper Sections, Newswriting, and Newspaper Responsibilities. One or all sections may be used.

The bibliography offers teacher and student sources of information and help.

NEWSPAPERS SPARK YOUR TEACHING

1

They teach the NOW

They awake new interests

They create concern for others

They unite the world

(Are YOU a daily reader?)

OVERVIEW OF A NEWSPAPER

2

WHY NOT: Order a set of one issue for your class

Explain the purpose

to educate

to inform

to entertain

Delve into the history

Display various kinds:

weekly

foreign

trade

administrative

industrial

financial

farm

professional

(WHY are they of value?)

WHY NOT: List on board EVERYTHING students believe a newspaper includes

3

Illustrate proper method of handling paper to protect its life

Stress need to keep pages in order and follow directions for use

Have monitors distribute and check papers on collection

(This newspaper handling best before recess or lunch.)

WHY NOT: Review world geography

4

Every article has a "where" involved

Do students know the 7 continents

Map-reading, drawing, will make news reading easier

Game playing to locate countries fits into this picture

WHY NOT: Show WAYS of emphasizing NEWS in TV, magazines and newspapers

by headline size, type, color

by article location on page, in section

by slanted or factual writing

by width or restriction of coverage

WHY NOT: Discuss the semi-public nature of newspapers

They are selective

They reserve the right and choice of accepting or rejecting material

WHY NOT: Find out about policy

What is your paper's policy toward:

politics

names or pictures of juveniles in trouble

letters to the editor

What changes policy

wars

world economics

politics

society

(WHO determines policy?)

WHY NOT: Meet the news services

AP — Associated Press

UPI - United Press International

McClatchey }
Copley } in California

WHY NOT: Study the great newsmen:

Benjamin Franklin

Mark Twain

Ernest Hemingway

O. O. McIntyre

William Allen White

Joseph Pulitzer

Ernie Pyle

Horace Greeley

Damon Runyon

W. R. Hearst

(For oral reporting this will only start the list.)

WHY NOT: Review sections and services offered by newspapers

7

Where do you find international news

Where would stock reports be

Where is school news reported

WHY NOT: Compare local with another paper

format

column size

type

features

headlines

sections

WHY NOT: Suggest students redesign a front page but include:

paper's name

headline

1 or more photos

news column

(Creativity is encouraged if art teacher joins the project.)

WHY NOT: Encourage team activity in designing journalism notebooks with examples of

8

masthead

bold face

body type

cut

sig

box

headline

italics

cartoons

byline

WHY NOT: Let student spies find references to little known places around the world — cut, paste and label countries with continents

(Dictionaries are vital to studying newspapers.)

HISTORY OF JOURNALISM

9

WHY NOT: Talk about news in the Stone Age

in Europe before the printing press

in Europe after the press invented

in China during ancient times

in Colonial America

in the U.S. since TV

WHY NOT: Compare the first American daily with one of today

Is there a future for newspapers? Why?

TV

We hear and see

We cannot go back

We may cut in for late news

NEWSPAPERS

We read and look

We may reread

We must print by a deadline

WHY NOT: Devote time to feature writers

10

Deadline importance

Chance to build up characters or situations

Importance of feature articles

WHY NOT: Discover the dual role of photo-journalists

Value

Need

(What makes feature writers and photo-journalists effective?)

PHYSICAL PLANT

11

WHY NOT: Discuss the NEWSPAPER'S physical plant

circulation department

advertising department

credit department

personnel department

purchasing department

editorial department

WHY NOT: Present varied career opportunities here

(Teachers should visit these departments before discussion in class. Perhaps a field trip with some of your students is possible at a later date.)

ANALYSIS OF NEWSPAPER SECTIONS

12

WHY NOT: Discuss the Editorial department

sports

local news

editorials prepared

morgue

women's news

selection of wire service news

preparation of photographs

WHY NOT: Ask a representative of your paper to visit your class

(Have some student questions ready.)

WHY NOT: Compare EDITORIALS (usually unsigned) from different papers

13

Discuss values of each

expressing public opinion

influencing public opinion

attracting public notice to conditions

creating concern for change

educating the public

What is libel?

What is slander?

(In order to find stirring controversial editorials, start looking NOW.)

WHY NOT: Introduce syndicated columnists to your class

14

Art Buchwald

for satire and reading aloud

Ann Landers

for a look at our society and problems of people

William Buckley

Jack Anderson

Morrie Ryskind

Joseph Alsop

Tom Tiede

for investigative reporting

for political comments

for verbal pictures of man

(Vocabulary growth results from reading the columnists.)

WHY NOT: Assign groups to report on TV programs

15

Use your paper's TV schedule

Notify class of specials

Request brief reviews for extra credit

Have panels speak for and against certain programs, stressing WHY

Make up a list of programs considered valuable

(Parents welcome this.)

WHY NOT: Learn to read pictures

16

Cartoons point up conditions in

politics

society

economics

Recognize

the focus

caricature

chiaroscuro

symbolism

Why is a "frame of reference" necessary to read cartoons

How do cartoons differ from comics

(Cartoon collections must include the meaning.)

WHY NOT: Study the comics

17

Read Dick Tracy

watch him crusade for tolerance

Read Li'l Abner

for current social ills

for ironic social situations

for parodies of names, songs, and places

Why do people say the comics aren't funny

Is B.C. humorous to you? Why?

Is Andy Capp amusing to you? Why?

WHY NOT: Have a Charlie Brown week

18

Bring in characters and posters from Peanuts

Write a Peanuts play

Why has cartoonist Charles Schultz approached universality with Charlie, Linus and Snoopy

He appeals to all ages

He relates to all ages

(The Charles Schultz books are good for reading aloud.)

WHY NOT: Study the classified section

19

What is the charge for a HELP WANTED ad

List divisions covered by classified

WRITE ads

FOR SALE

HELP WANTED

FOUND

LOST

(Correct each other's work.)

WHY NOT: Give a review of the vocabulary in journalism

Can all students define and locate:

column

teletype

bold face

cut

dateline

box

masthead

correspondent

mat

byline

2 page spread

feature story

columnist

filler

deadline

subhead

copywriter

white space

reporter

news service

MATCH THE FOLLOWING WORDS WHEN REFERRING TO NEWSPAPERS

- | | | |
|-------------------------|-------|--|
| 1. freedom of the press | _____ | a. entertaining predictions based on astrology, not a science |
| 2. horoscope | _____ | b. never found in countries controlled by dictators |
| 3. semi-public | _____ | c. unit of measurement of type |
| 4. syndicated | _____ | d. newspapers have a choice in accepting or rejecting material |
| 5. policy | _____ | e. author's name at head of story |
| 6. point | _____ | f. features or columnists appearing in many papers |
| 7. byline | _____ | g. plan of action |

(Astronomy is a science, but what is astrology?)

WHY NOT: Translate headlines

22

Write a headline on board

Explain how to paraphrase the words

Practice with class

Use overhead projector to work out more headlines

Work from your set of papers

WHY NOT: Ask students to bring in examples and their translations of headlines from other sources

WHY NOT: Become copywriters

Explain necessity for 5 W's

Who or What
When
Why
Where

and 1 H

How

Journalistic style suggests use of short
clear sentences

Emphasize need for precise understandable
words and phrases

WHY NOT: Teach proof-reading skills

Is each sentence capitalized? C

Is each sentence punctuated? P

Is each word correctly spelled? SP

Does each sentence make sense? SS

Students check their own work

Qualified students may then recheck using symbols in
margins

Emphasize need for careful copyreading

23

WHY NOT: Take an historical event of the past and have students write a factual news report

24

Ask them to print the article in upper and lower case letters

Ask them to double space

Be a copywriter for a school event

Try factual reporting of an imaginary happening

(Students may enjoy working together on these.)

WHY NOT: Locate unusual words, abbreviations, and phrases in the newspapers

25

Have class discuss timely topics such as

energy crisis

E.S. P. (extrasensory perception)

Ms.

recycling

megalopolis concepts

biodegradable materials

third world

skylab

smog controls

detente

(This is only a platform for a great verbal opportunity.)

WHY NOT: Examine copy as it relates to vocabulary

26

In Franklin Delano Roosevelt's first presidential acceptance speech he used (70%) words from Thordike's 500 most commonly used word list.

a first grader has approximately 17,000 basic words
7,000 derivatives

a twelfth grader has approximately 46,000 basic words
33,500 derivatives

(It's not easy to write simply and clearly.)

LOADED

The United Nations disagreed violently

The dropout lives in a shack

The rabble rouser ignited the crowd

The senator gave his pitch for the bill

NEUTRAL

The U.N. debated two hours

The young man lives in a small house

The speaker excited the group

The Senator spoke in favor of the bill

(Find examples in your paper.)

WHY NOT: Compare the unreadable press with the readable

28

"President Truman recommended to Congress today a sweeping revision of legislation under which the Executive Branch of the Government has been exercising extraordinary powers pursuant to declarations of a state of emergency by President Roosevelt in 1939 and in 1941. This step was foreshadowed in his message to Congress February 3."

Students could write a simpler form

"President Truman today asked Congress to repeal 24 wartime control laws outright and listed 78 others he wanted to be extended or allowed to lapse."

(Unfortunately, it is easy to find horrible examples.)

WHY NOT: Print the following on the board and see how your students translate it

29

"Were it left to me to decide whether we should have government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter."

Thomas Jefferson, 1799

(Why do dictators insist on controlling the media?)

NEWSPAPER RESPONSIBILITIES

30

WHY NOT: Discuss the responsibilities of newspapers

During peacetime

During crisis or war

Discuss the following quoted from the United Press Edict, 1941, after Pearl Harbor

"We must raise our guard uncommonly high against putting into circulation any rumors which might cause alarm; we must be especially careful not to mislead our editors by giving undue credence to stories containing enemy claims. . .

News is a more explosive weapon now than ever before. An error in news judgment can put men's lives in jeopardy. Don't speculate. Stick to facts.""

(If you see it in print, is it true? Why?)

*MacDougall, Curtis, Interpretative Reading, p. 244.

Why is freedom of the press included in the U. S. Constitution as part of the first amendment?

Explain: "Only the educated are free."

"No dictator can afford freedom of the press."

"Let the people speak."

"Free enterprise requires a free press."

What are some restrictions on the press

time

libel laws

space

local customs

public officials

red tape

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